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The city reading program for Detroit was evaluated on the verbal competence, interest appeal for rereading and the influence on children's attitudes. The program included a new series of textbooks which were shorter, suspenseful and stressed unique vocabulary and mixed racial situations. The accompanying teacher's manual for the program places emphasis on social objectives as well as skill objectives.

In every grouping there was a greater increase in verbal competence with the new textbook series than with the standard series. The most striking results were with a group of culturally disadvantaged Negro students.

The interest appeal of city school's new series far exceeds that of the standard series, again being especially popular with the culturally disadvantaged. The shorter books have been used successfully by culturally-varied urban children because the series as a whole is truly representative of city life.

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DETROIT PUBLIC SCHOOLS
Division for Improvement of Instruction
Language Education Department

Appraisal Of The City Schools Reading Program

by Gertrude Whipple
Assistant Director
Language Education Department

November, 1963

ED001015

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The Problem and Method of Study

Introduction

In an effort to meet the needs of pupils in multi-cultural areas, the City Schools Reading Program was developed by the Detroit Public Schools and the Follett Publishing Company of Chicago. The series of reading textbooks is planned for first, second, and third grades. It will include all the readers and teaching aids deemed essential to an adequate program. The study to be reported here is concerned with the first three preprimers of the City Schools Reading Program: Play with Jimmy, Fun with David, and Laugh with Larry, together with the accompanying Teacher's Manual.

The City Schools Reading Program incorporates various innovations. Its unique characteristics may be briefly summarized as follows:

1. The story characters represent races other than the Caucasian race from the very beginning. By representing the various types of people seen in multi-cultural neighborhoods, it is believed that the children can identify themselves more readily with the story characters. Such identification results in greater interest in reading the stories. The first three preprimers introduce a Negro family and a boy representing a white family. People of various nationalities and races are represented in the next three books, which are now in press.

2. The program promotes the development of correct speech patterns in extraordinary ways. As teachers widely recognize, the difficulty which many children in multi-cultural areas encounter in learning to read is primarily a language problem. This observation is confirmed by the findings of Dr. Dominic Thomas* who investigated the language development of Negro and white culturally-disadvantaged children in the kindergartens of certain Detroit schools. Many of the children lack ability to speak in grammatical sentences, to use descriptive adjectives, and to develop their ideas beyond a noun or rudimentary phrase. The authors of the preprimers avoided meaningless repetitions of words and strived to use the natural, familiar speech patterns of the culturally-disadvantaged children, gradually and in accord with good usage. The words commonly misused were repeatedly employed in simple, correct sentence patterns to help the child correct his modes of expression.

Also words for the basic vocabulary were chosen with great care. They were selected from a reservoir of words which are widely but incorrectly used. Active verbs were employed in relatively large number, for the child can act them out in the process of learning their meaning. The authors deliberately chose easy words (not necessarily the shortest words) so that the books might be read by all children successfully. They gave preference to words helpful in developing a strong phonetic program. Each word used is repeated in the text more often than usual to fix the correct meaning and pronunciation in the child's mind. Care was also taken to avoid juxtaposition of words showing a resemblance in configuration, initial consonant, or ending. At this beginning stage the child is less likely to become confused if a word is learned well before he meets its counterpart.

*Dominic R. Thomas, "Oral Language Sentence Structure and Vocabulary of Kindergarten Children Living in Low Socio-economic Urban Areas," 12. An unpublished Doctor of Education thesis. Detroit, Michigan: Wayne State University, 1961.

In addition, the Teacher's Manual provides teachers with a wealth of suggestions for extending the child's language experiences. The manual together with the set of 93 phonic pictures initiates a sound phonic program, which at this beginning stage aims to establish clear auditory and visual perception of words.

3. Every story is designed to satisfy the child by developing suspense which is resolved on the last page in a surprise or humorous ending. It is hoped by this means to make the child eager to read again. The authors decided that stories for culturally-disadvantaged children must have high interest value. Unlike the privileged child, culturally-disadvantaged children come from meager homes with few, if any, newspapers, magazines, or books. Having had no pleasurable experiences in reading, they lack the desire to learn to read. The illustrations in the books are designed to stimulate their interest. In light of the findings of research,* they are large, colorful drawings with a clear center of interest and no extraneous detail. Often a picture clue as to the story conclusion can be found on a preceding page if the reader is alert. This was done to stimulate the child's attention and lead him to try to use given facts to anticipate the logical conclusion. By such means a beginning is made in developing critical reading.

4. The books are shorter and more numerous than the corresponding books of other series. There are five preprimers rather than the customary three. The purpose of this innovation was that of giving the child the pleasure of accomplishment at the earliest possible moment, since he comes from a home in which long-term goals are seldom sought.

5. The Teacher's Manual places emphasis on social objectives as well as skill objectives since it is urgent that all children develop proper attitudes toward others.

Progress in preparing reading materials for young children results, not from taking an entirely new point of departure, but from utilizing and improving procedures which have been found valuable in classrooms. For this reason, word control is applied in the City Schools Reading Program. Teachers are enthusiastic about the plan of beginning a first preprimer with a few easy words, maintaining them in the text, and gradually adding other words, as opposed to the practice of facing the beginning pupil with a mass of unknown words. The weakness often attributed to word control, that it leads to meaningless repetition of words and stilted, unnatural language, is not inherent in the method. Instead, it is the result of its use in inexpert ways. To the extent that natural expression and good English can be employed simultaneously with word control, it would seem that this practice is justifiable.

Purpose of the study. The value of the innovations described earlier can best be estimated by making a test of the books in the hands of children. Accordingly, the purpose of this study is to appraise the effectiveness of the three preprimers through a classroom experiment. Also, a classroom study should yield new insight into characteristics of reading material that meets the needs of beginning pupils who come from homes where they have not been exposed to books.

Design of the Study

Because the appraisal of reading material is a relative matter, the merits of one series can best be estimated by comparing it with other series

*Gertrude Whipple, "Appraisal of the Interest Appeal of Illustrations," The Elementary School Journal (January, 1953) LIII, 262-269.

in important respects. In view of limitations of time, the City Schools Series was compared with only one series. However, the series employed as a standard was widely used and is considered one of the best series of its kind on the market. It is referred to in this report as the Standard Series.

The design of the study was that of a classroom experiment in which the two series, one at a time, were placed in the hands of the pupils. Six classes started with the City Schools preprimers, while six others started with the Standard preprimers. After a certain period, they switched books. The teacher used the series as basic reading material under carefully controlled conditions. Immediately after the children had completed a series, they were given tests on that series, in order to ascertain the progress they had made in learning to read. After both series had been taught, steps were taken to determine their relative interest appeal and the appeal of each book in the series. The children's attitudes toward the storybook characters were also investigated. In addition, the teachers who participated were asked to report their reactions to the City Schools Series on a questionnaire prepared for that purpose.

The Pupil Participants

In order to study the effects of the material upon children of different home backgrounds, the investigator used classes in varied neighborhoods. Altogether twelve first-grade classes participated, each in a different school. Of the twelve, four consisted of Caucasian pupils and four of Negro pupils; the four other classes were Mixed. For convenience in this report each set of four classes will be referred to as a "group" though the various classes in each set were of different socio-economic standing and do not constitute a single group.

Social ratings. The schools drew their pupils from very different community areas. The United Community Services of Metropolitan Detroit* has rated the urban community areas on eighteen specific points which relate to "economic level," "dependency and unemployment," "problems of behavior and social adjustment," "morality conditions," and "housing conditions." The ratings given are: "low," "below average," "average," "above average," and "high." It is significant to note the ratings of the community areas served by each group of four schools participating in this study.

The Caucasian schools ranked "above average" in economic level, and had few social problems. An examination of the specific ratings showed that the Caucasian classes were usually given the superior ratings and very rarely characterized as inferior. It may be concluded, therefore, that most of the children came from good American homes and some from homes of culture and refinement.

One of the Negro schools was in a much better economic area than the three other Negro schools. The best school was rated "above average" in "average income of families" and "high" in "average value of homes," "average monthly rent" and proportion of "managerial and professional workers." This school was considered "average" in the extent of social problems encountered. As to the three other Negro schools, one was rated "below average" in economic level and the two others were given the lowest possible rating. In all four categories of social problems faced, these three

*James H. Norton and Robert Smock, Social Rating of Community Areas in Detroit (a booklet). Detroit, Michigan: United Community Services of Metropolitan Detroit, Research Department, 1955.

schools received the most unfavorable rating. Obviously, the large majority of the children attending the Negro schools were culturally disadvantaged.

As to the Mixed schools, three were rated "below average" in economic level; the fourth was given a slightly lower rating. Two schools had an average number of social problems and two others had many such problems. It should be noted that one of the classes in the Mixed group include a large proportion of problem children. As described by the teacher at the beginning of the semester, individual children were "nervous," "insecure," "in need of speech correction services," "experiencing disturbances in the family," "encountering emotional problems," or "suffering from a physical handicap." While such problems were numerous in the other Mixed classes, in this class they affected three fourths of the pupils.

In summary it may be said that the Caucasian classes participating in this study were above average or superior in social and economic conditions. The Mixed classes ranked lower and included one class in which many pupils faced serious personal problems. As for the Negro classes, one Negro class was somewhat better than average in socio-economic conditions, while the other three Negro classes included the largest proportions of culturally disadvantaged pupils in any of the groups.

Intelligence ratings. The classes may be further described by reporting the intelligence ratings of the children. However, these ratings are not necessarily accurate measures of native endowment, inasmuch as competent educators report that most intelligence tests are unfair to culturally-disadvantaged children. Such children have had little opportunity to become familiar with the topics dealt with on the tests. The children do not hear standard English at home such as the tests use, and as most families in high socio-economic areas use. In interpreting the intelligence ratings, therefore, it should be recognized that low scores may be due to cultural limitations.

As shown in the first column of Table I, the intelligence ratings range from "very superior" to "quite inferior." An inspection of the third row of figures shows marked differences in the ratings for the three groups. The per cent of superior ratings in the Caucasian group (38.9) is more than twice that in the Negro group (17.3). Between these two extremes is the per cent of superior ratings in the Mixed group (24.1). As indicated in the seventh row

TABLE I
NUMBERS AND PER CENTS OF PUPILS CLASSIFIED BY SCHOLASTIC APTITUDE TEST* RATINGS

Rating	Caucasian		Mixed		Negro	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Very Superior	18	20.0	9	11.4	4	4.9
Superior	17	18.9	10	12.7	10	12.4
Total Superior	35	38.9	19	24.1	14	17.3
High Average	16	17.8	14	17.7	15	18.5
Average	26	28.9	26	32.9	24	29.6
Low Average	11	12.2	12	15.2	20	24.7
Total Average	53	58.9	52	65.8	59	72.8
Inferior	1	1.1	5	6.3	8	9.9
Quite Inferior	1	1.1	3	3.8	0	0.0
Total Inferior	2	2.2	8	10.1	8	9.9
Total	90	100.0	79	100.0	81	100.0

*Detroit Beginning First Grade Intelligence Test

of figures, the per cent of average ratings is largest for the Negro group (72.8) and smallest for the Caucasian (58.9) with the Mixed (65.8) again falling between the extremes. The per cent of "inferior" ratings is negligible (2.2) in the Caucasian group. In the Mixed and Negro groups, however, about a tenth of the pupils were so rated. Yet the Negro group had no "quite inferior" ratings.

It is also significant that a full fifth of the Caucasian group attained the highest score, "very superior" versus about a tenth of the Mixed group (11.4 per cent) and a twentieth of the Negro group (4.9 per cent). In general it may be said that the scores of the Caucasian group are quite superior to the other scores, and the Mixed scores are superior to the scores of the Negro group. The findings in Table I parallel closely the socio-economic conditions reported earlier for each of the three groups.

Reading-readiness ratings. In the Detroit Public Schools, the Detroit Reading-Readiness Test is given to all pupils who are candidates for first grade in order to aid teachers in observing and studying the child's reactions to situations resembling those met in beginning reading. The interpretations of the test results to be presented here consider scores of "low average" and below as generally indicative of insufficient readiness. This judgment is somewhat arbitrary in the light of test validity considerations reported later (see page 6).

Table II gives the percentage of pupils in the three groups who received various ratings on the Detroit Reading-Readiness Test. According to the fourth row of figures, the largest per cent of pupils who scored "Average" or above on the test is that for the Caucasian group (82.6). As shown in the second column of figures, the rating of "High" was attained by more than a fifth (21.7 per cent) of the Caucasian pupils; also, no pupil received the "Very low" rating. In general these ratings agree with those reported earlier for intelligence and the socio-economic conditions of the Caucasian group.

TABLE II
NUMBERS AND PER CENTS OF PUPILS CLASSIFIED BY READING-READINESS TEST* RATINGS

Rating	Caucasian		Mixed		Negro	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
High	20	21.7	2	2.9	8	9.6
High Average	37	40.2	15	21.7	19	22.9
Average	19	20.7	22	31.9	28	33.7
Total Average	76	82.6	39	56.5	55	66.2
Low Average	10	10.9	15	21.7	14	16.9
Low	6	6.5	9	13.0	10	12.1
Very Low	0	0.0	6	8.8	4	4.8
Total Low	16	17.4	30	43.5	28	33.8
Total	92	100.0	69	100.0	83	100.0

*Detroit Reading-Readiness Test

The Negro group ranked second in the per cent (66.2) of pupils who had attained reading readiness. It may be thought that this rank was due largely to the one Negro class which was better than average in socio-economic conditions. However, this is not the case. Of the four Negro classes, the average reading-readiness score of that class was the lowest but one.

The Mixed group ranked lowest on the reading-readiness test. Slightly more than half of the pupils (56.5 per cent) made adequate scores. In fact, in two of the Mixed classes, the proportion of pupils whose scores indicated reading readiness was less than half of the class. One of these classes was described earlier as having many problem pupils. The facts shown in Tables I and II should aid in interpreting the findings of the experiment presented later in this report.

In light of the fact that relatively high percentages of the children were not ready for reading, it should be asked why the investigator included them in the experiment. There are three reasons. First, it was desired to appraise the City Schools Series under conditions such as teachers of beginning reading normally face. Often their classes include pupils who are not ready for reading as well as those who are ready. Second, the degree of readiness required to succeed in beginning reading varies with the reading material used. Too narrow a range of pupils would not show the types who could benefit by using the series. Third, no available reading-readiness test correlates highly with success in reading. The Detroit Reading-Readiness Test has a slightly better correlation than most other such tests, but even so it is only fairly high (.6). Yet as one of a number of lines of evidence, reading-readiness data deserve consideration.

Most of the pupils who participated in the experiment had just entered the first grade from the kindergarten. None of them could read. No pupil had had contact with any of the preprimers which were to be involved in the tests.

The Reading Materials Used in the Experiment

The material for this study consisted of the two series and their accompanying teaching aids. Since the experiment was concerned with the usefulness of the three preprimers in promoting learning outcomes, the amount of material to be used in the Standard Series was determined on the basis of the vocabulary to be taught. The three City Schools preprimers introduce twenty-eight different words. Thus, the first Standard preprimer and enough of the second to introduce twenty-eight different words were subjected to the test. Each series was provided with a teacher's manual; word, phrase, and picture cards; and any duplicated material that the teacher wished to prepare. For the Standard Series the appropriate workbooks were supplied. For the City Schools Series no workbooks had been published. In lieu of workbooks, the teachers were given a set of phonic pictures and enough sets of fifty-seven hectographed work sheets to supply each pupil.

To enrich the reading program throughout the experiment, each teacher was supplied with twenty-six different books of the library type in addition to her regular classroom supply of such books.

At the beginning of the semester, eight school days were devoted to orienting the pupils before the experiment was begun. During this period the teachers used some of the pages in a reading-readiness book having no connection with either of the series to be tested.

The Procedure in the Experiment

With each series the teachers followed the methods outlined in the teacher's manual for that series. During the time a series was being taught, no materials from the other series were displayed or made available to the children.

Controlled conditions. Identical procedure was applied with all the books being tested. The same teacher and the same pupils participated in the trial of each series. The order in which the series were submitted to the pupils was rotated. Six of the classrooms, two in each group, used the City Schools Series first and the Standard Series second. In the other six classrooms, the order was reversed. In each school the same person, a qualified tester other than the teacher, gave the tests for both series. The same amount of time was devoted to each series. The series taught first received 140 minutes per day for thirty-seven school days. The series taught second received 140 minutes per day for twenty-three school days. The second period was shorter because the pupils had to learn only sixteen new words in the series they used second. Twelve words were common to the two series. The time was applied to reading instruction, practice on words, and the related language, literature, and other activities outlined in the given manual.

Provision for individual differences. Obviously, the same time requirements for all groups and classes, while essential to a controlled experiment, did not allow for individual differences in rate of learning. To overcome this difficulty as far as possible, each class was divided by the teacher into two instructional groups and adaptations made within the group. The teacher was requested to instruct the less able group in his class first because then the children are more capable of giving close attention. An able group can usually overcome the handicap of a later period. As the experiment advanced, the teacher transferred individuals from one group to another on the basis of their success. The able pupils became a strong group that soon out distanced the other group.

For strong groups, the teachers were advised to build additional experience stories, using some of the words being taught, to encourage more elaborate interpretations, and to devise independent activities requiring more thought on the part of the pupils. By such means the teachers of strong groups continued relating the reading activities to the given series throughout the experimental period.

The Classification of the Findings

Because the City Schools Reading Program is the first primary basic reading series to introduce multi-racial characters in urban neighborhoods, it was necessary to study the reactions of children of different ethnic groups to this innovation. The data presented in this report are therefore classified along racial lines. This was done intentionally in order to note whether any racial group experienced a disadvantage in using the books or tended to reject the books or any of their contents.

Effectiveness of the Series in Building Word Recognition

The Word-Recognition Tests

After the use of each series, the children were given two tests on that series, one a test in word recognition, the other in oral reading. This section of the report is concerned with the construction and results of the word-recognition tests.

Description of the tests. The tests constructed by the investigator to measure the mastery of the sight vocabulary were of the multiple-choice type. The child was expected to listen as a word was pronounced by the tester and to identify the word in a group of four words. Each test presented 42 different word forms to be identified. These consisted of the 28 different words plus the 14 variants used in the given series. The variants in the City Schools Series were capitalized forms; the variants in the Standard Series were capitalized forms with the exception of two, which were plurals. Because of the length of the test, it was presented in three parts, each of which was given on a different day.

The form of the test and the directions for administering it conformed to the directions for similar tests in the teacher's manual of the particular series. This was considered necessary because each test was given immediately after the child completed the series, and therefore that test design was familiar to him. Also, the use of a given form of directions in the manual implied that the authors considered that style the best for the purpose. The main difference in the tests related to the arrangement of the four words in each group. In the City Schools manual, such words are written in a row; in the Standard manual, they are written in a list. Since the children met no difficulties in carrying out the test procedure, it is reasonable to assume that this variation did not affect the test scores.

The tests were alike in several ways. The positions of the word to be identified within a group were exactly the same. As far as possible, the three other words in each group were selected to include one or more having a similar shape, the same initial consonant, or the same ending. Because different parts of speech tend to vary in difficulty, effort was made to use each part of speech in the test in proportion to its frequency of use among the 28 different words. In view of the simple nature of the tests and the care taken in making them comparable, it would seem that they were valid instruments for their purpose.

Before the test results are presented, it is important to note that the tests used were of the diagnostic rather than the survey type. The results of such a test reveal how closely the teacher has reached her objective of promoting mastery of the sight vocabulary. Under ordinary classroom conditions, the teacher makes a list of each child's errors on the test, studies the errors, and takes time to reteach those words. For example, she might find evidence that the child did not hear the word correctly, or noticed only its general shape, or directed his attention only to one letter in the word. The results of the diagnosis suggest the emphasis in the reteaching that ought to be done before the child advances to the next book in the series. It may be added that under good teaching, children usually make relatively high scores on such word recognition tests.

Altogether 247 pupils took the word-recognition tests for both series. Of this number 117 were boys and 130 were girls.

Throughout this report, comparison of the two series is based on the total results for each series. This total includes the data secured from the six classes using the series first and from the six classes using that series second. The experimental procedure permits only this type of comparison, since always the teachers and pupils represented must be the same for the two series.

Findings Concerning Word Recognition

The total group. Table III presents the mean, range, and number of perfect scores for the total group of pupils. As shown in the first column of

TABLE III
WORD RECOGNITION SCORES FOR EACH SERIES (TOTAL GROUP)

Test	Mean	Range	No. of Perfect Scores
City Schools	41.0	19-42	168
Standard	40.7	12-42	124

figures, the City Schools mean is 41. It lacks one point of being a perfect score. The mean for the Standard test, 40.7, is also high. As reported in the second column of figures, the lowest score for the City Schools test (19) is higher than the lowest score for the Standard test (12). Considered together the means and range indicate that on both tests the scores piled up at the higher end of the scale. This fact is confirmed by the number of perfect scores, which is given in the last column of the table. A conspicuously larger number of perfect scores is shown for the City Schools test. In fact, the City Schools Series exceeded the Standard Series in the percentage of children requiring no reteaching by 18 per cent.

In view of these findings, it was deemed important to study the significance of the differences in the scores. For this purpose the chi-square formula was applied to the frequencies of the scores. Chi-square equals 36.0 (for 15 degrees of freedom), a value so large that it is considered highly significant. This value practically precludes the possibility that the superior scores on the City Schools test happened by chance. Thus it may be concluded that the City Schools Series is definitely more effective than the Standard Series in promoting mastery of sight vocabulary. This conclusion applies to urban pupils in general.

Boys and girls. Further analysis of the data shows that the City Schools Series is more effective than the Standard Series in promoting word mastery with both boys and girls. With a single exception, every set of comparative figures in Table IV gives a lower score for the Standard test than for the City Schools test. The exception to this general rule is the lowest score for the girls (City Schools, 19; Standard, 29). However, each of the lowest scores was made by only one girl.

Data in the last column of Table IV show that the number of perfect scores for the Standard Series is less than the number for the City Schools

TABLE IV
WORD RECOGNITION SCORES FOR BOYS AND GIRLS (TOTAL GROUP)

Test	Mean	Range	No. of Perfect Scores
Girls			
City Schools	41.2	19-42	89
Standard	40.8	29-42	67
Boys			
City Schools	40.9	29-42	79
Standard	40.6	12-42	57

Series in the case of both boys and girls. Here again the differences in the frequencies are highly significant. The chi-square value for the girls is 7.8, and for the boys, 8.5; both of these values (for 1 degree of freedom) are significant at the 1 per cent level. Therefore, it would seem that the City Schools Series is well adapted to promoting mastery of vocabulary through initial teaching. This is a distinct advantage because it lightens the load of the teacher. Furthermore, an extensive amount of reteaching can be frustrating to both teachers and children.

The three racial groups. As stated earlier, four of the schools participating in this study were attended by Caucasian pupils, four by Negro pupils, and four by both Caucasians and Negroes. Table V presents the mean, range,

TABLE V
WORD RECOGNITION SCORES OF PUPILS IN THE THREE GROUPS

Group	Mean	Range	No. of Perfect Scores
Caucasian (89 Pupils)			
City Schools test	41.7	37-42	73
Standard test	41.6	37-42	65
Negro (83 Pupils)			
City Schools test	41.2	31-42	54
Standard test	40.5	33-42	26
Mixed (75 Pupils)			
City Schools test	40.1	19-42	41
Standard test	39.9	12-42	33

and number of perfect scores in word recognition for each of the three groups. The first column of figures show that all the means are high on the scale. Though the difference in the means of each group is slight, the mean on the Standard test is consistently lower than that on the City Schools test. The greatest difference (.7) appears for the Negro group.

As shown in the second column of figures, the ranges for the Caucasian group are the same on the two tests. For the Negro group, the lowest scores on the two tests differ by two points, in favor of the Standard Series. For the Mixed group, the lowest scores differ by seven points, in favor of the City Schools Series. However, each of the lowest scores was made by only one pupil.

In the case of all three groups, the number of perfect scores is greater for the City Schools test than for the Standard test. This is shown in the last column of Table V. Of the 89 Caucasian pupils, 73 attained a perfect score on the City Schools test, against 65 on the Standard test; this is 9 per cent more on the City Schools test. In the Negro group the number of perfect scores on the City Schools test (54) is more than twice that on the Standard test (26). On the City Schools test, 65 per cent of the Negro pupils made perfect scores, against 32 per cent on the Standard test. Of the pupils in the Mixed group, 41, or 55 per cent, made perfect scores on the City Schools test, as compared with 33, or 44 per cent, on the Standard test. Thus in all three groups the number of children who required reteaching of the vocabulary was greater for the Standard Series than for the City Schools Series.

The chi-square formula applied to the frequencies of word recognition scores yielded different values for the three groups. The fact that the values were not significant for the Caucasian and Mixed groups indicates that the

City Schools Series is at least as effective in promoting word recognition among these children as the Standard Series. For the Negro group, which included many culturally-disadvantaged pupils, those for whom the series was designed, chi-square equals 18.9 which is (for 1 degree of freedom) highly significant. It is the investigator's belief that this advantage of the City Schools Series would apply to any child who is culturally-deprived.

The Reactions of Teachers

Certain reactions of Detroit teachers who participated in the experiment help to explain the success of the City Schools books in the hands of the boys and girls. The reactions that relate to word recognition may be summarized as follows: "A wealth of materials are presented in the 'Guided Practice' sections of the teacher's manual. If a child or a group of children had difficulty with a particular word, I could turn back to the pages on which that word was introduced and find activities that were both fun and meaningful." "The phonic pictures are eye-catching. The rhyme and initial consonant lessons presented help to build a meaningful background for the more complicated lessons that will follow later in the semester." "I had no non-readers this term. The phonics presentation was excellent." "The manual gives so many varied activities to strengthen the vocabulary." "The first book Play with Jimmy starts at a slow and easy pace, allowing the slow learner (and those who are slightly bewildered by their first reading experience) to gain a foothold and build a sturdy foundation before being introduced to an extensive vocabulary." "The vocabulary was introduced at such a pace that the children were always able to grasp the words and have complete understanding in each new story without a struggle. The teacher's guide is the greatest!" "The introduction of vocabulary in the stories was so gradual that the children were reading before they realized it. Every child in the group can read. In previous semesters interest was curbed by constant review and too rapid development of new words. This term we had fun and learned to read."

Effectiveness of the Series in Promoting Accurate Oral Reading

Construction of the Oral-Reading Tests

In order to make an evaluation of oral-reading ability, it was necessary to plan and develop two oral-reading tests, one for each series. To be valid, the tests must be alike in every respect except the one being tested. Since a beginner's reading ability is judged chiefly by the number of written words he can recognize and understand, the only factor that should be allowed to vary is the vocabulary. Other factors that might influence the results should be held constant as far as possible.

One of the most important of the other variables is the interest value of the test story. The child's interest in what he is reading has a strong influence upon his comprehension and word recognition. Enjoyment of a story tempts the reader to project himself into it, to anticipate the ideas to come, and to use context clues in identifying unfamiliar words. Lack of interest, on the other hand, results in listless, perfunctory reading and a willingness to substitute words that do not make sense.

The task of preparing the tests was placed in the hands of a skillful, experienced author. He was asked to write two stories, one for each series, that would meet certain standards. (1) The story must use each of the twenty-eight words in the series vocabulary at least once. (2) The story must not use any word or variant that did not appear in the series. (3) The interest appeal of one story should be equated with that of the other story. (4) The story should consist of fifty running words. (5) The sentences of one story should be similar in length and structure to those of the other story. (6) The two stories should resemble each other in the frequency with which they employ different parts of speech. Obviously, observance of such restrictive standards made it all but impossible to prepare the tests. Devising story plots was especially hard in view of the vocabulary, which was diverse because it had originally been chosen for stories on various themes.

Structure and relative difficulty of the tests.* How nearly did the author meet the criteria? Both tests are fifty words long. Both use only the twenty-eight words and variants introduced in the given series. The test for the Standard Series consists of three paragraphs, while that for the City Schools Series consists of four.

Table VI shows the length of the sentences in each test. No sentence has more than six words; none has fewer than two. The City Schools test has one more sentence than the Standard test. The mean lengths of the sentences are quite similar.

TABLE VI
SENTENCE LENGTH OF THE ORAL-READING TESTS

No. of Words in Sentence	No. of Sentences	
	City Schools Test	Standard Test
6	2	3
5	4	3
4	2	3
3	2	1
2	2	1
Total	12	11
Mean No. of Words Per Sentence	4.2	4.5

A glance at the two tests shows that the first sentence in the City Schools test has three words and the second sentence, five words. The first sentence in the Standard test has four words and the second sentence, three. In spite of these slight differences, it may be concluded that neither series has a distinct advantage in sentence length.

The sentences in the tests may be criticized in certain respects. No two sentences in the City Schools test begin with the same two words. On the other hand, the second and fourth sentences in the Standard test begin with the words, "Get the." The sixth and seventh sentences begin with the words "Here is." This characteristic adds to the reading ease of the Standard test.

Because the reading difficulty of parts of speech varies, it is important to see whether the two tests are comparable in their use of parts of speech.

*This section is based on an analysis of the tests made by Morris Weiss, Assistant Principal of Courville School, Detroit. Mr. Weiss also constructed the two oral-reading tests.

Table VII reveals a high degree of similarity in this respect. The first row of figures shows that whereas more nouns (20) appear in the Standard test than in the City Schools test (17), more different words that are nouns are used in the Standard Series (Standard, 14, City Schools, 11). The figures also indicate that different nouns are used in the tests in approximately the same mean frequency (1.4; 1.5). The second row of figures indicates that the use of pronouns in the tests is exactly the same. The third row shows that more different verbs appear in the City Schools test than in the Standard test. But here again more verbs are introduced in the City Schools Series; also, the mean use of different verbs in the two tests differs only slightly (2.0; 1.8).

TABLE VII
NUMBER OF TIMES THE ORAL-READING TESTS USE EACH PART OF SPEECH

Part of Speech	Standard Series			City Schools Series		
	No. of Words Used	No. of Different Words	Mean Use of Diff. Words	No. of Words Used	No. of Different Words	Mean Use of Diff. Words
Noun	20	14	1.4	17	11	1.5
Pronoun	1	1	1.0	1	1	1.0
Verb	16	8	2.0	18	10	1.8
Adverb	3	2	1.5	2	2	1.0
Preposition	1	1	1.0	2	1	2.0
Conjunction	4	1	4.0	5	1	5.0
Article and Adjective	5	1	5.0	5	2	2.5
Total	50	28	1.8	50	28	1.8

In the case of the four other parts of speech, the means given in the table show fairly large differences between the frequencies of their use. Two different adverbs are used in each series, but three appear in the Standard test and only two in the City Schools test. Since experience shows that adverbs are comparatively hard for beginners to identify, this difference favors the City Schools test. But the City Schools' advantage is more than offset by two other differences. Each series uses one preposition and one conjunction--hard parts of speech. But two prepositions are used in the City Schools test as opposed to one in the Standard test, and five conjunctions are used in the City Schools test as opposed to four in Standard. As to adjectives, the City Schools test has an advantage. This test includes one more different adjective than does the Standard Series test, but the tests use adjectives the same number of times.

Any advantage remaining to the City Schools test, however, is more than compensated for by an inherent difference. Several qualified persons who criticized the two tests agreed that the story in the Standard test holds together better than the story in the City Schools test. This is a definite advantage for the Standard test in light of the earlier discussion of the effect of interest appeal upon oral reading.

Test directions. In order to establish a sequence of events in the test story, it was necessary for the tester to use two sets of directions. The initial directions included a brief background to prepare the child to read from a card on which the first half of the story appeared in primer type. The tester timed the child with a stop watch. He also marked on his copy of the test each error made, using with slight modification the customary markings for oral-reading tests. When the child finished the first part of the test, he

was given another brief background to introduce the remainder of the story, typed on another card, and the testing continued as earlier.

In order to estimate the child's gasp of the meaning, five simple questions were framed and asked after he had completed the reading of the entire test. The questions called for the literal meaning of the passages because such questions can be scored objectively and the stories were too short to yield an adequate measure of implied meaning.

Inasmuch as the procedure in appraising rate and grasp of meaning did not prove to be valid, these aspects of reading are considered in the appendix, pages 34 and 35.

Classroom use of test results. Like the word-recognition tests, under ordinary classroom conditions the results of the testing would be used for diagnostic purposes. The teacher would note any words the child missed, confused, or hesitated on, and would use her record as a basis for future review. Thus, in interpreting the results of the oral tests, one measure of the success of a series is the extent to which the initial instruction eliminates the need for reteaching.

Results of the Oral-Reading Tests

The total group. The chief purpose of the oral-reading tests was to measure the accuracy in oral reading resulting from the use of each series. The testers reported the number of errors the child made as he read the test. Thus the smaller the figures, the higher the child's score. Table VIII presents the means, the ranges, and the number of children (out of a total of 244) who made no errors.

TABLE VIII
SCORES OF THE PUPILS IN ACCURACY OF ORAL-READING (TOTAL GROUP)

Test	Mean No. of Errors	Range of Errors	No. of Children Making No Errors
City Schools	3.1	40-0	71
Standard	3.8	31-0	54

The means given in the table may be considered good for two reasons. The experience of taking an oral-reading test with a tester other than the teacher was new to the children. Also, it is common practice in the early part of the first grade to introduce an oral test by a picture that illustrates the setting for the story, but these data are based on tests without illustrations. Comparison of the scores for the two series shows important differences. As indicated by the means, the children read somewhat less accurately (made more errors) on the Standard test than on the City Schools test.

Inspection of the ranges in Table VIII indicates that both extend from very high error scores to perfect reading (0). However, each of the highest error scores (City Schools, 40; Standard 31) was made by only one pupil. As shown in the last column, the number of children making no errors is less on the Standard test (54) than on the City Schools test (71). Thus the teacher's problem of providing corrective instruction is simplified through the use of the City Schools Series.

The boys and girls. The means in Table IX show that better scores (fewer errors) were attained on the City Schools test by both the boys and the girls than on the Standard test. Also, in favor of the City Schools Series is

the fact that larger numbers of boys and of girls made no errors on the City Schools test.

TABLE IX
SCORES OF THE BOYS AND GIRLS IN ACCURACY OF ORAL-READING

Test	Mean No. of Errors	Range of Errors	No. Who Made No Errors
Boys (116):			
City Schools	3.4	40-0	36
Standard	4.2	31-0	23
Girls (128):			
City Schools	2.8	31-0	35
Standard	3.4	23-0	31

The ranges of errors were greater for the City Schools test, but the poorest scores in each case were made by only one pupil.

Table IX reveals striking differences in the results for boys and girls. As is usual in the elementary school, the boys made more errors on the two oral-reading tests than did the girls. But on the City Schools test the boys had exactly the same error mean (3.4) as the girls had on the Standard test. In numbers of perfect scores, the increment of superiority of the City Schools Series over the Standard Series is greater for the boys than for the girls. While the numbers of girls who made no errors are not significantly different, those for the boys are different significantly at the 5 per cent level. Chi-square equals 3.8 (1 degree of freedom). In light of these findings it would seem that the boys acquire oral-reading skills more rapidly when using the City Schools Series. This is probably due to the fact shown later in this report that the City Schools Series makes a strong appeal to boys.

The three racial groups. A further analysis of the data was made to study the oral-test results in the three groups of pupils. Table X presents the findings for the Caucasian, Negro, and Mixed groups. The entries in the first column of figures show that two groups, the Caucasian and Negro, made a

TABLE X
SCORES OF THE THREE GROUPS OF PUPILS IN ACCURACY OF ORAL-READING

Schools	Mean No. of Errors	Range of Errors	No. of Children Making No Errors
Caucasian (88 pupils)			
City Schools	1.4	9-0	41
Standard	1.8	18-0	25
Negro (81 pupils)			
City Schools	2.9	9-0	18
Standard	4.9	30-0	18
Mixed (75 pupils)			
City Schools	5.2	40-0	12
Standard	4.8	31-0	11

poorer average (more errors) on the Standard test than on the City Schools test. The difference in the means for the Caucasian group is slight (.4 errors). On the other hand, the difference in the means for the Negro pupils is large (2 errors). The results of the t-test to investigate the significance of the difference between the means of the Negro pupils' scores showed that t equals 2.96. This indicates that the possibility of the difference occurring by chance is only five chances in a thousand. The chi-square statistic com-

puted from the error frequencies of the Negro pupils (16.4 for 8 degrees of freedom) confirms this finding. That is, the Negro pupils did significantly better in mastering the sight vocabulary in using the City Schools Series than in using the Standard Series.

The mean score for the Mixed group is lower on the City Schools test (5.2), than on the Standard test (4.8). While this is not statistically significant, the fact should be noted that the City Schools Series is at a marked disadvantage in this comparison because of the situation in one of the Mixed classes, which, as reported earlier, included many problem pupils. Fifty-nine per cent of the errors attributed to the City Schools Series were made by pupils in this class even though they formed only 28 per cent of the Mixed group. This class used the City Schools Series first and the Standard Series second. Their teacher reported that the nervousness, insecurity, emotional disturbances, and speech handicaps of the pupils tended to retard their progress in learning to read. During the semester the children were provided with the services of a speech correctionist twice a week, and the aid of a visiting teacher to promote better personal adjustment. Also, the teacher frequently contacted the parents through letters and conferences to secure their cooperation. As the semester advanced, some of the children's handicaps were removed or partly corrected and the teacher reported that they began to learn faster. Hence, they were in a much better condition to apply themselves to reading by the time they took the Standard test. Doubtless the improvement in physical and personal adjustment influenced their scores.

As is shown by the ranges in Table X, no child in the Caucasian and Negro groups made more than nine errors on the City Schools test. On the Standard test, however, a Caucasian child made 18 errors and a Negro child, 30. In the Mixed group the lowest score for the City Schools test is 40 against 31 for the Standard test. Again, the lowest scores on both tests were made by only one pupil.

The data in the last column of Table X are surprising. Though the City Schools Series was not primarily designed for children living in superior socio-economic areas, the number of Caucasian children making no errors is decidedly less on the Standard test (25) than the City Schools test (41). In fact, 28.4 per cent of the Caucasian pupils made no errors on the Standard test, as compared with 46.5 per cent on the City Schools test. The number of Negro children making no errors is identical for the two tests. The numbers in the Mixed group differ for the two tests only slightly.

Conclusion

The Standard and City Schools Series are teaching tools to be evaluated in terms of what happens to children. An earlier section of this report showed that the recognition of words in isolation is promoted less well by the Standard Series than by the City Schools Series. From the facts presented in this section, it is evident that with few exceptions the City Schools Series is also more successful in promoting accurate recognition of words in context. The City Schools Series is decidedly successful in increasing the oral-reading skill of boys. In view of the fact that the larger proportion of children in remedial-reading classes are boys, this finding is significant for the prevention of retardation. The City Schools Series generally demonstrates exceptionally good results in accuracy of oral reading with pupils who are culturally disadvantaged (in this experiment, a majority of whom were Negroes).

The reactions of teachers. Even though the questionnaire submitted to the twelve teachers participating in the experiment did not include questions on oral reading and expression, some of the teachers made comments applying to competence in oral language: "The City Schools Series is easier to teach in our school because the children understand the stories and can easily identify themselves and their brothers and sisters with the storybook characters. They enthusiastically related their own experiences like the ones about which they read, and were eager to turn the pages to continue their reading. Because the children were interested in the stories, even the shy ones read with more confidence." "The incidents developed in each story were excellent focal points for discussion during which the teacher could elicit appreciation for other members of the family and respect for the rights of every member of the class." "The preprimers were a complete success in teaching reading to children in this multi-cultural area. In my years of teaching I have never had the interest in reading so high. Oral expression has always been difficult. However, this time the children, even though very shy, forgot their shyness and expressed themselves. The books are extremely conducive to promoting oral expression, desirable social attitudes, self confidence, and the desire to read." "The story themes were familiar, and the children freely contributed accounts of their own personal experiences. The teacher who uses these books will find that they gradually develop the necessary skills for reading." "For the first time in my teaching experience, my fast group is very large, and my slow group is very small!"

Interest Appeal of the Series

Plan of the Study

The interest appeal of a book is an intangible quality having many aspects. One of these relates to the impression that the book makes upon the reader initially as he turns its pages, in other words, its initial allure for him. Another is the holding power of the book--the reader's degree of absorption in the material as he peruses it. Still another relates to his desire to read it again, or the attraction of the book for rereading. And doubtless there are still other aspects of this complex, elusive quality of interest appeal.

With beginning pupils, few of the aspects of interest value can be investigated by objective technique. For example, it is next to impossible to measure the initial allure of a book in the hands of pupils who cannot skim the stories without instruction. The most that the child could do is to react to the pictures. Likewise to study the holding power of the text as teachers in a public-school situation use the books with pupils, if not impossible, would be extremely complicated.

Purpose. In the present study, effort was made to measure the interest value of the books for rereading. In other words: Which series offers the most entertaining, alluring, and attractive material for rereading? In the course of making such a study, two other questions were investigated: (1) Which story in each series is the child's favorite? (2) Which picture in each series is the child's favorite? Since the last two questions are not concerned directly with the relative merits of the two series of books, the data assembled are not herein discussed. Those for the City Schools Series are given in the appendix, pages 33 and 34.

Pupils participating. The plan of the interest study was that of placing pupils in various experimental situations and noting and recording their reactions. Since the experiments required considerable time and could not be administered to a class as a whole, it was not possible to include every pupil. A random selection of fourteen pupils was made from each of the twelve classes. Of these pupils, seven were boys and seven were girls. The total of 168 pupils participating is almost 70 per cent of the 244 pupils in the classes. Obviously, this percentage is sufficiently large to insure a representative sample.

General procedure. This experiment was carried out after the classroom instruction had been completed. Thus the pupils were familiar with the contents of both series of books. The tests were made in a classroom in which no other pupils except those being tested were present.

The room was carefully arranged for the experiment before the participants entered. Each pupil was seated at a different first-grade table. In order that the child's reactions might not be influenced by his classmates, his vision of them was obstructed by two small chairs overturned on the top of his table. The chairs helped to form a cubicle in which he could work. The fourteen tables were slightly staggered.

In a few schools in which only a small classroom was available, the pupils were tested in two groups of seven each. No influence of this variation upon the findings could be detected.

Testers. Four persons conducted the experiment. Three testers were assistant principals, and the fourth was the investigator. Each tester was provided with written directions for the experiment. In advance of giving the tests, he observed the procedure demonstrated with pupils who were not participants in the experiment. Then he gave the tests in three of the twelve schools.

In order to add to the child's security during the tests, the tester invited the teacher to be present as an observer. Also, two carefully chosen girls from a higher grade were present to assist the tester with routine chores such as giving out and collecting books.

Record cards. On each child's table a record card was placed on which the tester entered the results by placing a check mark or figures in the proper space. The entries for name, school, sex, and race were filled out in advance of the testing.

Procedure in discovering children's favorite illustrations. The first test was designed to stimulate the pupil to examine the pictures in the two series and to reveal the one picture in each series which he found most appealing. He was given one series to examine at a time. The series he had used first was presented to him first. After he had finished with that series, the books were collected, and he was presented with the other series. Between the tests, pupils were given supervised rest periods.

The pupil was asked to examine all the books of a series. He was provided with several bookmarks. He was told to look at the pictures in each book and insert a bookmark wherever he found a very interesting picture; then to re-examine all the pictures he had marked and choose his favorite. The pupils took great pleasure in re-examining the books and showing the tester the pictures they like best. The tester recorded the page number in the proper place on the record card.

Procedure in discovering children's favorite stories. Similar procedure was followed in ascertaining the child's favorite story in each series. Again, one series was presented at a time. In this case, however, the child was asked to choose the story he would most like to read again. In order to encourage the pupil to select the story which really appealed to him most, the point was stressed that he would be given the opportunity to read only the story that he chose. Thus the test was planned to measure interest in the story plot, which in first-grade books depends on the illustrations as well as the text.

The tester recorded the page number on which the child's favorite story began. After completion of the child's record, time was given him to read the story.

It should be noted that these preliminary tests in which the child indicated his favorite picture and story refreshed his memory of the contents of each series. Thereby these tests contributed to the test to follow which was designed to determine which series the child preferred for rereading.

Procedures in discovering the preferred series. In the last test of interest value, the tester placed before the child two little piles of books, one pile for the City Schools Series, the other pile for the Standard Series. The series he had used first was placed on the left side of the table; the series he had used second, on the right side. This arrangement insured that the position of the series would be carefully rotated from school to school. The books of the two series were in identical arrangement. Those in each series were placed in order with the first preprimer on top and each of the books below protruding slightly at the top. It should be noted that the position and arrangement of the books on the child's table directed his attention to the two series as such.

When the children entered the room, they were asked not to touch the books until told to do so. The pupil was asked to choose the book that he would be most interested in reading again. Time was allowed for the child to think and decide which book he would select. It was emphasized that he would have an opportunity to read only the book he would choose.

After the favorite books were selected, the other books were removed from the children's desks. While each child reread his favorite, the tester recorded the child's choice on his record card.

Limitations of the procedures. There are two chief limitations of this procedure. The first is that the children had three chances to choose a book from the City Schools Series against two for the Standard Series. As stated earlier, the amount of material to be employed in the experiment was necessarily selected on the basis of the use of twenty-eight different words. The City Schools Series introduces this number in three thin books; the Standard Series, in one comparatively thick book and part of another.* However, the stacking of the books of each series in a pile focused attention on the series as such. Thus at the outset the child was faced with making a choice between two items rather than five, even though two lower books protruded for the City Schools Series and only one for the Standard Series. Furthermore, in the presentation of the findings given later, a statistical correction is made to negate any chance advantage of the City Schools Series over the Standard.

The second limitation is that the top book of the Standard Series included twice as many stories as did the top book of the City Schools Series. Thus

*The pages not included in the experiment were held to the back cover by a rubber band.

the number of chances for the child to recall interesting story plots in the top book was much greater for the Standard Series.

Findings Concerning the Series

As shown earlier, no choice was forced by placing either series on the child's right or left. The position of a series was equalized, in six schools on the right, in six on the left. On the basis of a purely random chance of selection, each of the five books would receive 20 per cent of the choices, or 60 per cent for the City Schools Series and 40 per cent for the Standard Series.

The total group. Table XI shows the per cent of pupils who chose their

TABLE XI
PER CENTS OF PUPILS CHOOSING EACH SERIES
(As Including Favorite Preprimer)

Series	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
City Schools	67	80	61	73	128	76
Standard	17	20	23	27	40	24
Total	84	100	84	100	168	100

favorite book from each series. The last column of figures indicates that 76 per cent, or more than three fourths, of the children chose a City Schools book; 24 per cent chose a Standard book. As a test of the significance of the data, chi-square computations were applied to these figures. The chance of the City Schools Series being selected was considered in the calculation as three out of five chances rather than one out of two. Chi-square equals 18.1 (for 1 degree of freedom). Thus the difference favoring the City Schools Series is significant at the 1 per cent level (99 chances out of a hundred that it did not occur by chance).

Observations of the children as they read their favorite book confirmed the foregoing conclusion. Children reading a book of the Standard Series showed no overt reactions, but many of those reading a book of the City Schools Series smiled or chuckled and gave unmistakable evidence of enjoying the story.

The boys and girls. Per cents in the second and fourth columns of figures indicate a basic difference between the two series. The City Schools Series is particularly popular with boys. It was chosen by 80 per cent of the boys as opposed to 73 per cent of the girls. The Standard Series, on the other hand, was chosen more often by girls (27 per cent) than by boys (20 per cent), although girls still chose the City Schools Series more often than the Standard Series. A partial explanation of this finding relates to the sex of the child characters. The Standard Series includes the customary preprimer characters, two girls and one boy, whereas the City Schools Series includes one girl and three boys.

From the data in Table XI, it is evident that the City Schools Series projects itself into the concerns of boys. This is a strong feature of any first-grade book, in view of the fact that the proportion of elementary-school boys who show reading retardation is much larger than the proportion of girls. Also, research studies have shown that boys are surpassed by girls of the same chronological age in a number of aspects of language development; for example, girls use more advanced sentence structure and a larger number of different words.

The three racial groups. To what extent does the narrative interest value of the two series differ for the three groups of pupils? In every group, Caucasian, Mixed, and Negro, a majority of the children participating selected the City Schools Series. As shown in Table XII, in the Caucasian schools, the

TABLE XII
PER CENTS OF THE THREE GROUPS CHOOSING EACH SERIES
(As Including Favorite Preprimer)

Series	Caucasian		Mixed		Negro	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
City Schools	42	75	42	75	44	79
Standard	14	25	14	25	12	21
Total	56	100	56	100	56	100

City Schools Series was chosen by 75 per cent of the pupils; in the Mixed schools, by 75 per cent. In the Negro schools the per cent was higher--79 per cent. All three of these differences between the series are statistically significant.

These findings in Table XII suggest also that first-grade pupils are not race conscious. (See also pp. 23 ff.) The City Schools Series in which Negro characters predominate was preferred to the Standard Series by all three groups, even the all-white group. The evidence is strong that prejudice toward other races is produced by the child's environment and develops when he is older than six years.

Next, consideration is given separately to the preferences of boys and girls in the three groups. Each group named in the first column of Table XIII

TABLE XIII
PER CENTS OF BOYS AND GIRLS IN THE THREE GROUPS CHOOSING EACH SERIES
(As Including Favorite Preprimer)

Group	City Schools Series	Standard Series
Boys, Negro	86	14
Boys, Caucasian	82	18
Girls, Mixed	79	21
Boys, Mixed	71	29
Girls, Negro	71	29
Girls, Caucasian	68	32

included twenty-eight pupils. The data in the table are arranged in descending order of the per cents for the City Schools Series.

The first column of figures indicates that more than 60 per cent of every group accorded its choices to the City Schools Series. Conversely, no group accorded the Standard Series as many as 40 per cent of its choices (which the series would have received by chance). The highest per cent for the City Schools Series is shown for Negro boys, the lowest for Caucasian girls. The per cents given in the table for Negro boys and Caucasian boys show only a slight difference. Likewise the per cents for Negro girls and Caucasian girls do not differ greatly. These facts indicate that the sex of the reader influences reading interests at a very early age. However, the majority of the girls chose the City Schools Series in spite of the fact that eighteen of the total of twenty-three stories are boy-oriented. Moreover, the girls in the Mixed group showed greater preference for the City Schools Series than did the boys in that group. The conclusion would seem justified

that the City Schools Series although it especially attracts boys will be unusually interesting to girls as well.

Findings Concerning Each Book

Tables XI, XII, and XIII have presented facts concerning the relative appeal of the books in a series. Next, data will be presented concerning the popularity of each book.

Table XIV lists the preprimers in the order of descending frequencies

TABLE XIV
PER CENTS OF PUPILS CHOOSING EACH PREPRIMER

Preprimer	No. of Pupils	Per Cent
City Schools 3rd	60	35.7
City Schools 1st	39	23.2
Standard 1st	30	17.9
City Schools 2nd	29	17.3
Standard 2nd	10	5.9
Total	168	100.0

of choice. By pure chance each book should receive 20 per cent of the choices. The spread in per cents in the last column is markedly wide. They range from 35.7 per cent for the City Schools third preprimer to 5.9 per cent for the Standard second preprimer. The highest-ranking preprimer, Laugh with Larry, received almost 13 per cent more choices than the next most popular one, Fun with David. However, Fun with David received 3.2 choices above expectancy, while the next two preprimers received per cents slightly below expectancy, below by 2.1 and 2.7 per cent respectively. The table shows further that the least popular book in the City Schools Series approximated the interest appeal of the more popular of the two books in the Standard Series.

Analysis of the data for the boys and girls showed that certain books were more popular with one sex than with the other. Both boys and girls ranked Laugh with Larry highest, but the boys chose it much more often than did the girls (boys, 44.0 per cent; girls, 27.4 per cent). The girls, on the other hand show a greater preference than the boys did for Play with Jimmy (boys, 20.2 per cent; girls 26.2 per cent) and for the second preprimer of the Standard Series (boys, 3.6 per cent; girls, 8.4 per cent). No marked differences were discovered in the other findings for boys and girls.

In interpretation of the children's great liking for Laugh with Larry, it may be suggested that the explanation lies in the themes of the stories. The book portrays happy youngsters having exciting experiences in situations with which the reader is familiar. For example, Larry, Jimmy's little friend, is astonished at losing one of his front baby teeth when biting into his apple; Wiggles, Larry's dog, inadvertently makes a picture of his own paw prints, which delights all of the children; one night David, a three-year-old, sees two yellow eyes staring out of the shadows and is badly frightened until the mystery is resolved. The city child can identify with such characters in realistic situations. The exciting climax or obvious humor gives the child reading enjoyment and entices him to read other books. As one teacher reported, "My children have almost forsaken the fun table for the library table. After the children complete their work, most of them will get a book rather than a toy. Ten children have obtained school library cards and take out books weekly to read at home."

TABLE XV
PER CENTS OF PUPILS OF EACH RACE CHOOSING THE PREPRIMERS

Preprimer	Caucasian Pupils		Negro Pupils	
	No. of Pupils	Per Cent	No. of Pupils	Per Cent
City Schools 3rd	30	30.9	30	42.3
City Schools 1st	24	24.7	15	21.1
Standard 1st	18	18.6	12	16.9
City Schools 2nd	19	19.6	10	14.1
Standard 2nd	6	6.2	4	5.6
Total	97	100.0	71	100.0

In Table XV the findings for the 168 pupils participating in the study of interest appeal have been classified according to race. The two races agree on the rank order of certain preprimers. Both gave first rank to the City Schools preprimer 3 and second rank to the City Schools preprimer 1. Both races gave lowest rank to the Standard preprimer 2. The two races disagreed, however, in the rank given to the two other preprimers. The Caucasian pupils gave a higher rank to the City Schools preprimer 2 than did the Negro pupils. The reverse is true of Standard preprimer 1. It should be indicated that in both cases of disagreement the differences in per cents are relatively small (Caucasian, 1 per cent; Negro, 2.8 per cent).

The greatest difference in the per cents for the two races is that for the City Schools third preprimer, Laugh with Larry. While this book received almost a third (30.9 per cent) of the choices of the Caucasian pupils, it received more than two fifths (42.3 per cent) of the choices of the Negro pupils.

Another notable fact shown in the table is that no Standard preprimer received as many as 20 per cent of the choices of either race.

The overwhelming preference for the City Schools Series has important implications for growth in reading ability. A good book liked by the reader engages his attention; his personality identifies with the characters. He penetrates beneath the words to what they indicate. He wishes to go on reading the book and to find out what the writer has to say. In other words, a good book at any grade level reaches out to the child. If the child responds and experiences the pleasure of reading, he is likely to become interested in continued reading. Thus because of the interest appeal of the book, he obtains far more reading practice than any teacher can give him. Only through such extended reading can the culturally-disadvantaged child gain the vicarious experiences that will gradually draw him into the mainstream of American culture.

Children's Social Attitudes

Another purpose of this study was that of ascertaining the children's reactions to the human characters in the stories. The City Schools Series includes six people, a Negro family consisting of Mother and Father, the six-year-old twins, Jimmy and Debbie, and their three-year-old brother, David. The remaining character is Larry, a six-year-old white boy who is Jimmy's friend. The Standard Series includes a white family, consisting of Mother and Father, a boy approaching seven years, a six-year-old girl, and her four-year-old sister.

Method of Investigation

In order to obtain information as to the child's reactions to these characters, the examiners held individual interviews with a random sampling of children from each class. They were the same children who participated in the study of interest value. The examiners were supplied with copies of an interview sheet listing questions designed to stimulate the child to reveal his attitudes toward the characters. As each question was asked, the pictures of the characters mentioned were displayed to ensure that the child had in mind the correct characters. Since the Standard Series does not include the name on the picture cards, the names were added to make the pictures for the two series comparable. Throughout the tests the pictures from the series used first were placed on the blackboard ledge to the left, and those of the other series to the right. The child being tested sat at a table directly in front of the pictures. As he gave his answers, they were carefully recorded.

Characters Preferred as Schoolmates

During the interviews the first question asked was: "Which one of these children would you like to have sit near you in school?" A follow-up question was: "Why did you choose_____?" After the child had made his choice, the picture of that character was removed from the blackboard ledge.

In the hope of discovering any existing racial discrimination, the first question was asked three times in each interview. If a child chose characters of only one race and also indicated in his reasons a consciousness of that race (e.g., "He is a little white boy."), it would seem that he discriminated race.

Preferences of the total group. Altogether the group of 168 children reported 504 preferences, 3 per pupil. Since they were choosing among seven characters, by pure chance each character would receive 72 choices. For the City Schools Series, with four child characters, the expected total frequency is 288; for the Standard Series having three such characters, the expected total frequency is 216.

The frequencies actually observed are reported in Table XVI. This

TABLE XVI
NUMBER OF FIRST, SECOND, AND THIRD CHOICES ACCORDED CHARACTERS IN EACH SERIES
(For Schoolmates)

Series	First Choices	Second Choices	Third Choices	Total
City Schools	114	105	104	323
Standard	54	63	64	181

table shows the number of choices--first, second, and third--given to the characters in each series. By comparing the numbers given in each column, it may be seen that a substantial majority was consistently given to the City Schools Series.

In order to ascertain the significance of these majorities, the chi-square formula was applied with due allowance for the larger number of characters in the City Schools Series. For the difference in first choices chi-square equals 7.9 (1 degree of freedom), significant at the 1 per cent level. For second choice, chi-square was also significant (7.7 for 1 degree of freedom). For third choice, chi-square equals 30.1 (1 degree of freedom) and again the

difference is highly significant. The difference in the totals is also highly significant (chi-square is 9.9 for 1 degree of freedom).

It should be kept in mind that the choices made by the children were possibly influenced by the role the character plays in the books. As shown earlier, the adventures of the City Schools characters make a lively appeal to children.

Preferences of boys and girls. In order to examine the data further, Table XVII was constructed. This table reports separately for boys and girls

TABLE XVII
NUMBER OF CHOICES ACCORDED EACH CHARACTER BY BOYS AND GIRLS
(For Schoolmates)

Character	Boys	Girls	Total
City Schools:			
Jimmy, 6 year	63	28	91
Debbie, 6 year	24	63	87
David, 3 year	41	33	74
Larry, 6 year	54	17	71
Standard:			
Boy, 6-7 year	46	22	68
Girl, 6 year	11	47	58
Girl, 4 year	13	42	55
Total	252	252	504

the number of choices for each of the seven characters. As shown in the last column, all but one of the City School characters exceeded his quota (72 choices); this fact again indicates their popularity. Also, the character not reaching his quota, who is Larry, missed by only one choice. None of the Standard characters attained a total of 72 choices.

As shown by a comparison of the figures in the first and second columns, every boy character received more choices from boys than from girls. On the other hand, every girl character was chosen more often by girls. In view of these findings, it was deemed important to determine whether the influence of the character's sex was significant.

To this end the chi-square formula was applied to the frequencies of boy characters and girl characters chosen by the boys and the girls in the experiment. Chi-square equals 89.7 (1 degree of freedom). Thus it may be concluded that a character's sex has a strong influence upon its appeal to boys and girls as a schoolmate.

Preferences of the three racial groups. Table XVIII presents the number of choices given each series by children in the Caucasian, Mixed, and Negro schools. As shown in the table, the characters in the two series affect

TABLE XVIII
NUMBER OF CHOICES ACCORDED EACH SERIES BY THE THREE GROUPS OF PUPILS
(For Schoolmates)

Series	Caucasian	Mixed	Negro
City Schools	107	109	107
Standard	61	59	61
Total	168	168	168

all three groups alike. No marked differences were discovered in the first, second, and third choices of the three groups.

Attitude toward race. Of the 168 participants in the tests, 27 chose characters of one race only as schoolmates. The 141 other participants chose two characters of one race and one of another.

Twelve white children assigned all their choices to characters of one race. Five girls selected only white characters. In explaining the reasons for their choices, none of the girls referred to the character's skin color. Rather they gave such reasons as: "does funny things," "got shorts and a belt," "has yellow hair," "looks like my sister," and "plays with his family nice." Three white boys and four girls chose only Negro characters. Here again there was no evidence that the choice was made on the basis of race. Such reasons were given as "Jimmy helped Larry when he was hurt," "plays nice, doesn't fight," "does funny tricks," "she is sweet," and "helps at home."

Fifteen Negro children indicated preferences for characters of a single race. Two boys and four girls selected only Negro characters, whereas three boys and six girls selected only white. The reasons given generally resembled those which have been quoted above.

In light of these findings the conclusion seems justified that neither the white nor colored pupils showed racial discrimination.

Characters Preferred as Playmates

The second question asked the children in the interview was: "Which one of these children would you most like to play with?" The question was used with a view to determining as far as possible with which characters the children identified and for what reasons.

Preferences of the total group. Table XIX reports the distribution of choices for the total group of boys and girls. The subtotals given in the last column of figures show that the City Schools Series was given 121 choices against 47 for the Standard Series. Thus the City Schools Series received 72 per cent of the choices. When the fact of four out of seven opportunities for choosing a City Schools character is taken into account, the chi-square

TABLE XIX
NUMBER OF CHOICES ACCORDED CHARACTERS BY BOYS AND GIRLS
(For Playmates)

Character	Boys	Girls	Total
City Schools:			
David, 3 year	22	14	36
Debbie, 6 year	3	31	34
Jimmy, 6 year	21	5	26
Larry, 6 year	18	7	25
Subtotal	64	57	121
Standard:			
Boy, 6-7 year	17	3	20
Girl, 6 year	2	14	16
Girl, 4 year	1	10	11
Subtotal	20	27	47
Total	84	84	168

test shows that these figures, reflecting the children's preferences for the City Schools characters, are highly significant. Chi-square equals 15.2 (1 degree of freedom). An explanation of this overwhelming preference was given by a teacher who had used the series: "The characters were not just storybook friends, but real friends that the children could hardly wait to greet and share experiences with each day."

Comparison of the rank order of characters in Table XIX (for playmates) with their rank order in Table XVII (for schoolmates) shows that two characters have changed places. David who ranked third as a schoolmate ranks first as a playmate, and Jimmy has moved from first to third place. The chief reason given by the children for selecting David is that he does funny things (e.g. covering himself with adhesive bandages). Boys mentioned humorous things twelve times, and girls six times. Other reasons mentioned were "he's a little boy," "wouldn't play so rough" "has the same name as my dad" "has the same name as my little brother," and "he's friendly." From the figures given for David in Table XIX, it would seem that humor--this kind at least--makes a somewhat greater impression on boys than on girls.

The reasons given by the children for choosing Debbie, who ranked second, are interesting. The main reason given by the girls was that Debbie is a girl. But the girls were also swayed by Debbie's appearance: "she's pretty ," "she has a pony tail," and "wears pretty dresses;" one colored girl said, "she's the same color as me and looks like my sister." Two boys and three girls displayed interest in Debbie's roller skates: "We could both roller skate," "she might let me use her skates," "I like her skates." A white girl gave as her reason for selecting Debbie, "My mother lets me go over to her house, and she always has candy and things." It is perfectly clear that the children found it easy to identify with Debbie.

Inspection of reasons given for other preferences shows that the children were influenced by the sex of the character, his name, appearance, action in the stories, way he treats his friends, the games he knows how to play, and the toys he or she possesses and might share with the child such as a doll, bicycle, or teeter-totter.

Preferences of the three racial groups. As shown in the first column of Table XX, 39, or 70 per cent of the Caucasian children preferred City

TABLE XX
NUMBER OF CHOICES ACCORDED CHARACTERS BY EACH GROUP OF CHILDREN
(For Playmates)

Series	Caucasian	Mixed	Negro
City Schools	39	44	38
Standard	17	12	18
Total	56	56	56

Schools characters for playmates. Further analysis of the data showed that Debbie was their favorite and Jimmy and Larry were tied for second place. As shown in the third column, 38, or 68 per cent of the Negro children gave their choices to City Schools characters. Like the Caucasian children, the Negro children accorded Debbie first choice for playmate and Jimmy was again tied for second place but this time with the boy of the Standard Series. The City Schools characters were even more popular with the Mixed group. As shown in the second column, 44, or 78 per cent of this group, selected

City Schools characters. David was first preference; Jimmy, second; and Larry, third.

Considered simultaneously, the preference shown by the three groups for the City Schools characters is highly significant. Chi-square equals 16.7 (2 degrees of freedom). Considered singly, only the Mixed group shows a statistically significant preference for the characters of the City Schools Series. Chi-square for this group is 10.5 (1 degree of freedom).

Character Preferred as Charge

A third question was used in the interviews to investigate the children's attitudes toward younger children. To what extent had the pupils developed attitudes of helpful understanding toward less capable younger brothers and sisters? Such attitudes comprise one of the social objectives stressed in the Teacher's Manual of the City Schools Series.

The following question was presented to the individual child: "If you were asked to take care of a little child for an afternoon, which one of these children would you like to care for?" Two picture cards were on display, one of the City Schools three-year-old David, the other of the Standard four-year-old girl. As in the other tests, the picture from the series taught first was exhibited on the left, and that from the series taught second on the right.

Total group. An analysis of the data thus obtained showed an outstanding fact. Though half (84) of the choices was accorded each child character, the character ranked high by boys was ranked low by girls. Of the 84 boys, 53 chose David and 31, the girl character. The 84 girls did exactly the reverse. Thus these data are absolutely inconclusive as to which of the youngest characters in the two series was preferred as a charge.

The willingness of the boys to take charge of David is not surprising, in view of the fact that David was their first choice for playmate. Their reasons for preferring him indicated amusement over David's innocent involvement in numerous escapades. Fourteen boys mentioned that David is funny; five boys that he gets into trouble, but doesn't know better. Twelve said they chose David because "he's a boy," and seven said because "he's little." One boy reasoned that he could help David tie his shoes, another that he could take care of a boy better than a girl. The remaining reasons indicated a general liking for David.

The boys who preferred caring for the little girl gave chiefly practical reasons such as "she's good," "girls are not hard to handle," "girls are not as strong as boys," "she obeys her mother." Four boys mentioned her blond hair, and four that she needed care.

The girls' desire to serve as baby-sitter for the girl character is somewhat surprising since they preferred David for a playmate. Like the boys, the girls gave practical reasons to explain their choice of the little girl character. They also referred to sex and appearance. For example, the girls said: "She's nice and quiet," "wouldn't get into much trouble," "easier to care for," "goes to sleep faster," "she's a girl," "has yellow hair," "has long hair," "is pretty," "wears pretty clothes," and "is too little to take care of herself." Reasons cited for preferring David resembled those reported earlier for the boys. None of the children gave evidence of being influenced by the race of the child character.

TABLE XXI
NUMBER OF CHOICES ACCORDED THE YOUNGEST CHARACTERS BY EACH GROUP OF CHILDREN
(To take care of)

Group	Three-year-old David	Four-year-old Girl
Caucasian	31	25
Mixed	29	27
Negro	24	32
Total	84	84

The three racial groups. Table XXI reports the number of times the youngest child characters were chosen by pupils in each of the racial groups. The number of choices for the boy character decreases from the Caucasian to the Mixed group and from the Mixed to the Negro group. As the number decreases from 31 to 24, there is a corresponding increase in the number of choices for the girl character. A plausible though unsubstantiated explanation of the difference between the preferences of the Caucasian and Negro groups is that the children living in the lower socio-economic areas have had more experience in caring for younger brothers and sisters and consequently were motivated to choose the one who would be easier to mind.

Summary

The study of social attitudes demonstrates clearly three important points. First, the authors of the City Schools Series have been very successful in depicting characters with whom urban children can identify. In the words of a teacher, the characters are "alive and real" to the children. Second, the children in general showed no racial discrimination. Third, both boys and girls prefer characters of their own sex, other things being equal. Girls, however, will choose boy characters if they appear in interesting stories.

Chief Findings and Conclusions

For 277 years (as of 1962) first-grade basic readers used in American schools have included no Negro characters. The practice of using a basic reader was begun with the publication of the New England Primer in 1685. In 1790, Noah Webster introduced the first consecutive set of readers, which consists of the famous Blue-back speller for beginning reading, an intermediate reader, and one for advanced reading instruction. In 1894, Ward's Readers appeared, the first to present illustrations in color, but of white characters. From time to time, especially after 1840, significant improvements were made in the contents, methods of vocabulary selection, the phonetic program, the teacher's manuals, and the number and quality of supplemental aids, but the characters pictured in the beginning books continued to be white, with perhaps an occasional Indian.

After 1922, the mechanical make-up of readers approached high standards of excellence. More space was devoted to illustrations. As new methods of color application were developed, illustrations became beautiful, brilliantly-colored, better drawn, and more truly representative of the accompanying content. Along with these improvements, the Caucasian culture depicted was steadily refined, until in most instances it became upper middle-class.

In 1962, the City Schools Reading Program introduced three preprimers which pictured multiracial characters. These books were written with the culturally-deprived child in mind. In addition to its integrated character, this series has other distinctive features described on the beginning pages of this report. It is the purpose of this section to appraise each of the five innovations in light of the findings of the experiment with these books and the reactions of teachers.

Racially mixed setting. How does the substitution of Negro and white characters for the typical all-white characters affect children? As shown earlier, first-grade children are generally not race conscious. According to the reports of teachers, the children made no mention of the fact that the group of playmates appearing in the City Schools books is racially mixed. In all classes, Caucasian, Mixed, and Negro, the children manifested a marked preference for the City Schools Series. When asked individually to indicate the child character they preferred as schoolmate and playmate, the children gave highest rank to the Negro characters of the City Schools Series. Nevertheless every evidence indicated that the choices were not made on the basis of race. Instead, the children were intrigued by the realistic stories featuring exciting adventures such as they themselves might have.

Somewhere in the elementary school years, children become conscious of race. What an advantage then for the children to have read books in which characters of different races mingle freely on equal terms! This is begun in the very first books of the City Schools Series with two races; other races and nationalities are added as the series progresses. Children reading such books should be far better prepared to accept as their standard, equality of opportunity for all, including opportunity for friendship.

Though the preprimers are now in use in every Detroit school, the investigator has not heard a single complaint by parents. And the books have met with an enthusiastic response by teachers.

Verbal competence. How successful is the series in promoting verbal competence? An answer to this question is given first for the entire group of pupils, second for boys who in the elementary school normally develop more slowly in language than do girls, and third for the Negro group which included a large proportion of culturally-disadvantaged pupils.

With the total group of pupils, the City Schools Series was significantly more effective than the Standard Series in promoting word recognition. For both series the same teachers taught the same number of words in the same amount of time. Complete mastery of the vocabulary was shown by 68 per cent of the children on the City Schools test as against 50 per cent on the Standard test. In oral reading, though the differences between the averages for the two series were slight, the differences consistently favored the City Schools Series.

With boys, the City Schools Series was much more successful than the Standard Series in promoting verbal ability. Altogether, 69 per cent of the boys recognized correctly every word in the City Schools vocabulary as against 49 per cent in the Standard vocabulary. In oral reading the boys attained exactly the same average score on the City Schools test as did the girls on the Standard

test. Again, the boys made a significantly larger number of perfect scores on the City Schools oral-reading test (City Schools, 36; Standard, 23). These findings give promise for the reduction of reading retardation among boys through the use of the City Schools Series. It is a well-known fact remedial-reading classes include many more boys than girls.

The most striking increase in verbal ability through the use of the City Schools Series is that for the Negro group. Its number of perfect scores on the City Schools word-recognition test (54) is more than twice that on the Standard test (26). This difference is highly significant. Moreover the average number of errors which the Negro pupils made in reading a fifty-word test was two less errors for the City Schools than for the Standard Series. Obviously the teacher's load of reteaching is lightened through the use of the City Schools Series.

In addition, the comments of the teachers quoted earlier (see pages 11, 17) show that they experienced a sense of accomplishment in using the City Schools Series to promote fluency in language. When a good teacher working with a set of books day after day experiences satisfaction with his results, this is good evidence of the success of his reading materials and methods.

Desire to read. To what extent does the City Schools Series stimulate children's attention and whet their appetite for reading? Before a child can be taught to read, the teacher must get his attention. As the reading goes forward, the child must receive encouragement to master the words he doesn't know. In both these endeavors, the teacher depends largely upon the appeal of the book. If the child becomes enchanted with the stories, the teacher has no trouble directing attention to them and the child himself tries to discover what the unfamiliar words say.

Children who come from homes in which reading is a part of the family life are already interested in learning to read and the mere act of reading often proves satisfying. But children from homes where the written word is not valued do not care about learning to read. They can be handed a book, but they will not want to read it unless they have learned that reading is a pleasurable experience. It can be such only if the stories in the book entice the child.

The appraisal of the City Schools Reading Series for this interest-stimulating quality exhibited two unmistable facts. (1) In interest appeal the City Schools Series far exceeds the Standard Series, which is one of the best series on the market. The statistical data revealed the high interest value of the City Schools Series in every one of the schools participating in the experiment, those in high and low socio-economic areas, those in all Negro, all Caucasian, and Mixed areas. The pupils' own reactions during the test added unmistakable evidence. As they read the Standard Series, they showed no overt reactions; as they read the City Schools Series, they chuckled or laughed with pleasure. The reactions of the teachers confirmed the observations. One teacher of bright children summed it up in these words: "The books are so constructed that the children seemed to grasp the humor, surprise, mystery, or what not at the first glance. Spontaneous laughter from all would burst forth just upon seeing the picture for the first time--no belaboring the point." One teacher after another reported that during the experiment with the City Schools Series the children flocked to the library tables searching for further reading. Both for the series as a whole and for particular books in the series, the City Schools program far outranked the Standard program in interest value.

Moreover, the City Schools Series was especially popular with boys and with pupils who are culturally disadvantaged (a majority of whom were Negroes in this experiment). Even though the City Schools Series was extremely popular with girls, it was even more popular with boys. This is true for both white and colored boys. Even though the City Schools Series was extremely popular with Caucasian pupils, it was even more popular with Negro pupils. By inspiring these two groups to want to learn to read, the City Schools Series offers great promise of increasing the proportion of children who will learn to read successfully. This finding has significance in view of the fact that reading skill is the basis of almost all future learning.

Shorter books. What is the effect upon reading of providing beginning books shorter than the average? The City Schools material and Standard material used in the experiment were equated in number of different words in order not to gain ease for the City Schools Series by reducing the vocabulary load. However, the City Schools Series provides a larger number of running words for the purpose. Altogether the City Schools Series has five preprimers, of which two are still in press,

against the usual three of other series. Thus each of the three City Schools preprimers is shorter than the average.

Evidence already given in this section shows plainly that these short books have high interest value and are productive of learning. Comments of the teachers support this conclusion: "The children felt a sense of accomplishment by having read three books in so short a time." "They loved the idea of finishing so many books so quickly." "Because of the small number of stories in the books, the children enjoyed success early in the semester."

Social relationships. How successful are the books in the development of greater sensitivity to social problems and relationships? Teachers and school officials have long known that reading can change the outlook of a child and deepen his understanding of his relationships to others. For example, he can change from a self-centered person into one who experiences satisfaction in sharing and giving. This does not mean, however, that the stories in a book should be used as a basis for moralizing, but rather that the stories should furnish worthwhile content for thinking and living as well as for teaching reading.

Obviously, no strictly objective answer can be given to the question here raised. Teacher's reactions are quoted: "These books help to develop many desirable social attitudes. The children were aided in developing feeling for and understanding of others. One mother came in to thank me because her son had become such a help around the home with the smaller children. I explained about our little friend, 'David.'" "Father is presented as a strong character in the preprimers. His role is well defined. There is a close relationship between Father and the children. This is a very important factor since many of the children in our room are without fathers. Our storybook friends exhibit attitudes of kindness and consideration toward each other." "Sharing and cooperation among friends is emphasized throughout. An essential element in primary teaching is the development of values. Children must learn these if they are to interact successfully in a school situation and throughout life." "They were very much aware that older brothers and sisters should be tolerant with the younger ones in the family." "The children readily talked about family life and in most cases where there was no father in the home, they could appreciate mother's role more and will perhaps remember when they become adults the importance of a good father to happy family living."

A recommendation. Finally, data presented in this report have shown clearly that this city-oriented series is used successfully by culturally-varied urban children including those living in high as well as low socio-economic areas. It meets the needs of urban children in general, and is recommended for unsegregated use because the series as a whole is truly representative of city life.

APPENDIX

FAVORITE ILLUSTRATIONS IN THE CITY SCHOOLS SERIES

Table I reports the number of times each of the 95 illustrations was chosen as a favorite. Of the 166 choices, the picture ranking highest received 29, or 17 per cent of the total. Five other pictures received 10 or more choices; five others, 3 to 7 choices. Still others, 34 pictures, received 1 to 2 choices. The remaining 49 pictures were not chosen.

Earlier research relating to the appraisal of illustrations has shown that size, color, center of interest, type of action, and theme affect the interest of boys and girls. The center of interest, action, and theme undoubtedly account in large part for the foregoing results. Such pictures as the two ranking highest have obvious interest appeal. The one on page 18 of the first preprimer is humorous, and the other, on page 45 of the third preprimer shows a little boy badly frightened by a mystery.

TABLE I
NUMBER OF TIMES EACH ILLUSTRATION WAS CHOSEN AS A FAVORITE *
(CITY SCHOOLS READING PROGRAM)

Book	Page No.	No. of Times Chosen	Book	Page No.	No. of Times Chosen	Book	Page No.	No. of Times Chosen	Book	Page No.	No. of Times Chosen
PP-1	18	29	PP-1	6	2	PP-3	14	2	PP-2	25	1
PP-3	45	18	PP-1	11	2	PP-3	44	2	PP-2	26	1
PP-1	23	14	PP-1	12	2	PP-1	3	1	PP-3	4	1
PP-1	14	13	PP-1	21	2	PP-1	7	1	PP-3	6	1
PP-2	18	13	PP-2	11	2	PP-1	8	1	PP-3	22	1
PP-3	25	10	PP-2	15	2	PP-1	13	1	PP-3	23	1
PP-3	43	7	PP-2	19	2	PP-2	7	1	PP-3	30	1
PP-1	10	3	PP-2	22	2	PP-2	9	1	PP-3	38	1
PP-1	15	3	PP-2	23	2	PP-2	12	1	PP-3	42	1
PP-1	19	3	PP-2	27	2	PP-2	13	1	PP-3	47	1
PP-2	10	3	PP-2	27	2	PP-2	14	1			
PP-1	4	2	PP-3	13	2	PP-2	17	1	Total		166**

* The 49 illustrations not referred to in the table were not chosen at all.
** This total is two less than the number of participants in the test (168) because two records were obviously in error.

TABLE II
NUMBER OF TIMES EACH STORY WAS CHOSEN AS A FAVORITE
(CITY SCHOOLS READING PROGRAM)

Preprimer	Page Number	Number of Times Chosen	Preprimer	Page Number	Number of Times Chosen
PP-3	43	31	PP-3	31	6
PP-1	15	16	PP-1	19	5
PP-2	15	16	PP-3	39	5
PP-3	23	12	PP-2	27	4
PP-3	11	10	PP-3	15	4
PP-1	11	7	PP-2	3	3
PP-2	7	7	PP-1	3	2
PP-2	11	7	PP-3	3	2
PP-2	23	7	PP-3	35	2
PP-3	7	7	PP-1	7	1
PP-3	19	7	PP-3	27	0
PP-2	19	6	Total		167 *

* This total is one less than the number of participants in the test (168) because one record was obviously in error.

FAVORITE STORIES IN THE CITY SCHOOLS SERIES

Table II gives the number of times each story was chosen as a favorite. The stories are listed in the order of descending frequency of the choices. Of the total of 167 pupils participating, 31, or almost a fifth, chose the mystery story having the exciting illustration referred to earlier. This story received almost twice as many choices as the two stories obtaining the next highest rank. It is notable that one of these two stories includes the illustration that ranked first. The other story is one in which David, the youngest character, is asked to bring Father his tool box. Father is appalled to see his son wade toward him through the newly poured cement.

At the other extreme is the one story that was not chosen at all. Surprisingly enough this story too presents something of a mystery. However, there is an obvious difference between it and the mystery story that ranked first. Unlike the most popular story, this story gives a definite clue to the solution of the mystery before it is resolved. Also the most popular story takes place at night, whereas this one occurs during the day.

TABLE III
NUMBER OF SECONDS USED IN READING THE ORAL TESTS
(TOTAL GROUP)

Test	Range	Mean
City Schools	20-325	81
Standard	20-290	82

RATE AND COMPREHENSION IN ORAL READING

As indicated in page 14, the data gathered concerning rate and accuracy of oral reading have doubtful validity. The following discussion describes the situations that led the investigator to this conclusion and also includes summaries of the invalid data.

Rate of oral reading. To simplify the tester's task, time was recorded only once, after the child had read both parts of the story. Thus the time record included the interval consumed by the tester in giving the directions for the second part of the story. The tester was asked to time himself once in giving the second directions and to report the number of seconds used for this purpose. That number was deducted from the time he recorded on each of the test papers.

Testers reported, however, that the time used in giving the second set of directions varied from child to child. For a child with a hearing problem or one whose attention was difficult to keep, more time was used because the tester tended to speak more slowly. For these and other reasons the tester did not maintain the same speaking rate throughout the testing. There is no assurance, either, that the testers maintained the same rate for one test as for the other, for six weeks elapsed between the giving of the two tests. These variations cast material doubt on the validity of the records of rate of reading; hence, while a summary of the scores is given below, they are not discussed in this report.

TABLE IV
NUMBER OF SECONDS USED IN READING THE ORAL TEST
(THE THREE GROUPS)

Group	Range	Mean
Caucasian		
City Schools Test	25-215	67
Standard Test	30-240	76
Mixed		
City Schools Test	20-325	97
Standard Test	30-290	96
Negro		
City Schools Test	20-170	81
Standard Test	20-190	76

Comprehension in oral reading. For each test, questions were framed to test the child's grasp of the ideas. In an effort to get an adequate measure, five different questions were asked. Unfortunately, this number was too many for so short a story (50 words), with the result that three of the questions asked on each test were reported by the testers as ambiguous. One tester said that the directions given between the reading of the two sections of the test "interferes with retention and, thus, effective response on the comprehension question." Another tester referred to the "vagueness of the specifics" that are called for by the questions. Also, he gave one of the tests to three teachers who had no information as to what the tests were and found "that all three of them scored lower than some of the children" and "some of their answers were the same kind as those of the children." It is regrettable that limitations of time did not permit the investigator to try out the tests in advance of the experiment.

In view of the problems encountered in testing comprehension, the investigator as well as the testers has reservations as to the validity and reliability of the comprehension section of each test. For this reason the statistics given below are not further discussed.

No criticisms at all were made of the tests as measures of accuracy of oral reading.

TABLE V
COMPREHENSION SCORES AFTER ORAL READING
(TOTAL GROUP)

Test	Range	Mean
City Schools	0-5	2.8
Standard	0-5	3.0

TABLE VI
COMPREHENSION SCORES AFTER ORAL READING
(THE THREE GROUPS)

Group	Range	Mean
Caucasian		
City Schools Test	0-5	3.5
Standard Test	0-5	3.5
Mixed		
City Schools Test	0-5	2.7
Standard Test	0-5	3.0
Negro		
City Schools Test	0-5	2.2
Standard Test	0-5	2.5